

ARTS EDUCATION BRANCH
LOS ANGELES UNIFIED SCHOOL DISTRICT
DESCRIPTIVE GUIDE FOR CAPACITY BUILDING INDICATOR: HIGH SCHOOLS

A. STANDARDS-BASED CURRICULUM	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
1. The arts teachers use the California Content Standards for the Visual and Performing Arts to plan curriculum and deliver instruction.	All teachers are familiar with and consistently use the California Visual and Performing Arts Content Standards to plan and deliver a sequential and articulated curriculum.	Most teachers are familiar with the California Visual and Performing Arts Content Standards. Many teachers use them to develop and deliver arts instruction in their classrooms. There is some evidence of a sequential and articulated curriculum in most arts classrooms.	Some teachers are familiar with the California Visual and Performing Arts Content Standards. Few teachers use them to develop and deliver standards-based arts instruction in their classrooms. There is little evidence of sequence or articulation in the arts curriculum.	Few arts teachers are aware that there are California Visual and Performing Arts Content Standards. No evidence of standards-based arts instruction is present in most arts classrooms.
2. The arts teachers use current district and state adopted textbooks with ancillary materials for each of the arts disciplines.	The arts teachers use current textbook/bibliographies with ancillary materials for each student enrolled in proficient, advanced and A.P. arts courses.	The arts teachers use current textbook/bibliographies with ancillary materials for most students enrolled in proficient, advanced and A.P. arts courses.	The arts teachers use current textbook/bibliographies with ancillary materials for some students enrolled in proficient, advanced and A.P. arts courses.	No textbooks/bibliographies or ancillary materials have been purchased.
B. INSTRUCTION	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
3. Instruction is focused on students achieving the arts standards.	All students in the school have access to a sequential, standards-based arts education. All four disciplines are offered at proficient, advanced and A.P. (music and visual arts only) levels with equitable access.	Most students in the school have access to a sequential, standards-based arts education. All four disciplines (dance, music, theatre, and visual arts) are offered at proficient, advanced and A.P. (music and visual arts) levels with varying degrees of access.	Administration and staff have identified arts instruction as a goal. Discussion has begun in the articulation of a school-wide arts plan, including the process of identifying leadership and resources. Few students are receiving standards-based instruction.	The school has no school-wide arts plan. Little or no standards based arts instruction exists on campus.
4. Instruction in each arts discipline is available to students.	All four arts disciplines are regularly scheduled and available to all students during the instructional day and during the regular school calendar, covering all levels of each discipline (proficient, advanced, and A.P. [music and visual arts only] levels).	Standards-based arts instruction in all four arts disciplines is being offered on a regular basis. There is a clearly stated commitment to expand the offerings to all students on an equitable basis.	Some of the arts are being offered to some students. The school has identified arts instruction as a goal and is beginning an implementation plan.	The four arts disciplines are not being offered. No arts instruction plan is being followed. Few students receive standards-based arts instruction.
5. Instruction is supported by an appropriate student-to-teacher ratio.	It is the consistent policy of the school to have appropriate student-to-teacher ratio in the arts per the District guidelines for a single core class. Exceptions are made solely for mainstreaming purposes.	Though the policy of the school is to conduct arts classes at an appropriate student-to-teacher ration, some exceptions are made other than for mainstreaming purposes.	Most of the arts instruction is conducted in classes with a student-to-teacher ratio that exceeds District guidelines.	Little or no consideration is given to student-to-teacher ratio for arts instruction, and class sizes are significantly larger than in other core content areas.
6. Instruction in each arts discipline incorporates differentiated strategies.	All arts teachers consistently utilize CRRE, SDAIE and other strategies to differentiate instruction for their students.	Some arts teachers consistently utilize CRRE, SDAIE and other strategies to differentiate instruction for their students.	Arts teachers are seeking out professional development in differentiated instruction and exploring the use of these strategies in their instructional process.	No attempt is made to differentiate instruction for diverse student populations
7. Instruction is organized to support the arts learning of students with special needs through appropriate mainstreaming.	All special needs student with IEPs indicating instruction in the arts are included in appropriate arts courses and public performances and/or exhibitions as defined by District guidelines.	The IEP process systematically identifies appropriate arts experiences for mainstreaming most special needs students, but without necessary support.	The school is attempting to incorporate arts instruction in to the IEP process for some special needs students.	The IEP process does not systematically consider appropriate arts instruction for special needs students.
8. Community arts partners support arts instruction in the school.	The school consistently selects community arts partners who provide arts experiences during the school day and professional development that supports the school’s standards-based arts program.	Most of the community arts partners selected by the school provide arts experiences during the school day and professional development that supports the school’s standards-based arts program.	Some of the community arts partners selected by the school provide arts experiences during the school day and provide professional development that may or may not supports standards-based learning in the arts.	Community arts partners selected by the school do not provide arts experience during the school day nor professional development that supports standards-based-learning in the arts.
C. PROFESSIONAL DEVELOPMENT	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
9. The arts are included in the school’s professional development plan.	The arts are systematically included in the school’s professional development plan on a comprehensive, on-going basis. Teachers are developing expertise and have opportunities to share it at regularly scheduled professional development meetings, including Banked Tuesdays.	Yearly professional development in all four disciplines is included in the school’s professional development plan. Teachers demonstrate and share best practices with their peers throughout the year.	The arts are somewhat addressed in the school’s professional development plan. There are occasional opportunities for teachers to share best practices with their peers.	The arts are not included in the professional development plan of the school. Little or no sharing of best practices occurs.
10. Arts teachers are provided with ongoing discipline specific and integrated arts professional development.	All arts teachers participate in discipline specific professional development. There is a shared expectation that what is learned in professional development is practiced in the classroom. The school’s professional development calendar and funding supports arts teachers’ participation in professional learning communities.	Most of the school’s arts teachers participate in professional development in the arts. There is evidence of incorporation of the arts into classroom practice. Most arts teachers are active members of professional learning communities.	Participation in arts professional development is limited. Teachers’ use of the school’s inside and/or outside professional development opportunities is limited to one-time workshops or conferences. Few arts teachers participate in professional learning communities.	Arts teachers may or may not pursue professional development in the arts. This work is done independently and with little or no sharing among colleagues. Arts teachers do not participate in professional learning communities.

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D. PROFESSIONAL DEVELOPMENT cont.	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
11. Local District Arts Department Chairs provide instructional support for arts teachers.	All arts teachers receive instructional support from Local District Arts Department Chairs (LDADC) on an on-going basis in their arts discipline. LDADCs are provided with sufficient access and time to observe and meet with the arts teachers.	Most arts teachers receive instructional support from LDADCs on a fairly regular basis in their discipline. LDADCs are able to meet with arts teachers when the schedule allows. Arts teachers share resources, strategies and ideas learned during time with the LDADCs.	There are not enough LDADCs to support arts teachers in each discipline. Insufficient access and time are allowed for LDADCs to be effective.	There is no opportunity to work with a LDADC.

E. STUDENT ASSESSMENT	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
12. Assessment in the arts guides the school's decisions about arts curriculum and its delivery.	All students are assessed using a variety of tools and methods, including performances tasks and projects, work samples, writing prompts, tests, quizzes, oral questioning, observation, and discussion. Both formative and summative results are used to guide instruction.	Most students are assessed using a variety of tools and methods, including performances tasks and projects, work samples, writing prompts, tests, quizzes, oral questioning, observation, and discussion. Some teachers use formative and summative results to guide instruction.	Assessment is inconsistent and results are rarely used to guide instruction	There is no systematic assessment in the arts. Assessment is used only to determine grades, not for guiding instruction.
13. Assessment in the arts includes student self-assessment.	All arts instruction provides opportunity for consistent, on-going self-assessment based on clearly defined criteria created by teachers and students.	There is evidence of on-going self-assessment in the arts, but teachers generally create defined criteria without student input.	There are infrequent opportunities for student self-assessment in the arts.	There are no opportunities or specific criteria for student self-assessment in the arts.
14. Assessment in the arts includes assessing process as well as product.	Arts assessment consistently emphasizes process by providing many opportunities for students to reflect, set goals and improve their work.	Arts assessment is beginning to have emphasis on process as teachers provide opportunities for students to reflect and set goals.	Arts assessment is generally focused on a final product and includes limited reflection on the process.	Arts assessment is focused solely on a final product.
15. Assessment includes time for teachers to collectively look at and calibrate student standards-based work in the arts.	Teachers regularly spend time collectively looking at and calibrating student work at all grade levels. Benchmarks have been collaboratively established for this purpose.	Teachers often spend time collectively looking at and calibrating student work at all grade levels. Benchmarks have been collaboratively established for this purpose.	Teachers occasionally spend time collectively looking at and calibrating student work. Benchmarks at some grade levels have been collaboratively established for this purpose.	Teachers do not spend time collectively looking at and calibrating student work. Benchmarks do not exist.

F. COLLABORATION	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
16. Arts teachers belong to an “arts education department” in their school.	All arts teachers from all arts disciplines are active participants in an integrated arts department. Decisions regarding funding, space, materials and resources are made collaboratively with students’ needs in mind.	All arts teachers are represented in discrete discipline departments. Some decisions regarding funding, space, materials and resources are made collaboratively across disciplines with students’ needs in mind.	Arts departments occasionally meet together to discuss an integrated approach to funding and resource distribution.	There is no integrated arts department present. Arts teachers make decisions in isolation based on the needs of their individual program.
17. Arts teachers collaborate with other arts teachers on standards based instruction, pedagogy, professional development and administrative operations.	All arts teachers are provided with common planning time, as well as departmental meeting time. They use that common time to participate in a school-wide plan for curriculum writing, sharing arts materials and resources, and budgeting across all of the arts disciplines.	Most arts teachers are provided with common planning time, as well as departmental meeting time. They use that common time to participate in a school-wide plan for curriculum writing, sharing arts materials and resources, and budgeting.	Some arts teachers are provided with common planning time, as well as departmental meeting time. They use that common time to participate in a limited plan for curriculum writing, sharing arts materials and resources, and budgeting across some of the arts disciplines.	Arts teachers are provided with departmental meeting time only. They do not have the opportunity to participate in a school-wide for curriculum writing, sharing arts materials and resources, and budgeting.
18. Arts teachers collaborate with other core subject teachers in instruction, planning, content, and pedagogy.	Sufficient time is allotted for arts teachers to collaborate with other core subject teachers in instruction, planning, content and pedagogy.	Administration and staff have been engaged in in-depth discussions on how to increase already existing opportunities for collaborative instructional groups to meet regarding arts integration.	Administration and staff have discussed how to establish opportunities for collaborative instructional groups to meet regarding arts integration.	There has been no effort to establish opportunities for collaborative instructional groups to meet art integration.

G. ADMINISTRATIVE LEADERSHIP	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
19. The school's leadership recognizes the arts as a part of the core curriculum of the school.	All subject areas at the school are given equitable consider in terms of time, space, resources and personnel. The arts are a full partner in the teaching and learning goals of the school and are supported by the administration.	All subject areas at the school are considered when determining the amounts of time, space, resources and personnel that will be dedicated to the effort. The arts are an important, but not yet a fully equal, partner in the teaching and learning goals of the school and are generally well supported by the administration.	Other core academic subjects receive priority in the distribution of time, space, resources and personnel to meet the teaching and learning goals of the school. The arts are provided some opportunities by the administration.	The arts are not considered when determining the amount of time, space, resources and personnel to meet the teaching and learning goals of the school.
20. There is a designated school-site administrator who facilitates the implementation of the arts program.	A school administrator assumes full responsibility for the arts plan at the site and routinely provides the community with information on progress towards highest achievement in the arts.	A school administrator understands the requirements for implementation of a quality arts program and provides appropriate leadership towards successful achievement in the arts.	A school administrator accepts the arts as an important aspect of a quality education but delegates the authority to manage the arts program to others.	The school administrator is not in direct contact with the arts program and does not make public the arts as central to student achievement at the school.

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H. ADMINISTRATIVE LEADERSHIP cont.	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
21. <i>The school’s matrix reflects access to the arts for students.</i>	Equitable arts programming and courses are reflected in the school’s matrix. Proficient, advanced and A.P. level courses are offered in all four arts disciplines.	Arts programs and courses are offered throughout the school day. Advanced courses are available in at least three arts disciplines.	Limited course offerings are available during parts of the school day. Advanced courses are only available in two or fewer arts disciplines.	Severely limited arts courses are offered during part of the school day. Only proficient level courses are offered.
22. <i>Counselors consider students’ learning in the arts when planning students’ programs.</i>	Counselors consider students’ grade levels and learning in the arts, as per the California Content Standards for the Visual and Performing Arts, to be equal with other core content areas when planning students’ programs. Students from all populations at the school, including students with special needs, EL, SEL and GATE, are encouraged to enroll in proficient, advanced, and A.P courses.	Counselors consider students’ grade levels and learning in the arts, as per the California Content Standards for the Visual and Performing Arts, to be equal with other core content areas when planning students’ programs. Students from most populations at the school, including students with special needs, EL, SEL and GATE, are encouraged to enroll in proficient, advanced, and A.P courses.	Counselors consider students’ grade levels and learning in the arts, as per the California Content Standards for the Visual and Performing Arts, when planning students’ programs. Students from some populations at the school (i.e., students with special needs, EL, SEL and GATE) are permitted to enroll in proficient, advanced, and A.P courses.	Counselors sometimes consider students’ grade levels and learning in the arts, as per the California Content Standards for the Visual and Performing Arts, when planning students’ programs. Students from some populations at the school (i.e., students with special needs, EL, SEL and GATE) are sometimes prevented from enrolling in proficient, advanced, and A.P courses.
23. <i>Site-based resources are allocated and distributed to support arts instruction.</i>	Arts resources are consistently allocated and fairly distributed to support arts instruction in all classes. All teachers have ready access to information and opportunities in the arts. Budget allocations for the arts are processed in a timely manner.	There are adequate arts resources to support proficient, advanced, and A.P. arts instruction. There is a plan in place to address areas of weakness and budget allocations are targeted accordingly. Information and access to arts opportunities are available.	Allocations for arts resources have been identified and goals have been set for securing adequate, baseline resources for arts instruction at the proficient, advanced, and A.P. levels. Information and access to arts opportunities may be made available.	Arts resources are limited to a few classrooms. There is no/low accountability for the maintenance of arts supplies and a system for processing arts budgets is not in place. Information and access to arts opportunities are not shared with the staff.

I. STAFFING	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
24. <i>The school employs arts teachers to guarantee instructional opportunities in the arts.</i>	The school employs highly qualified, credentialed arts teachers in all four arts disciplines. Arts teachers are not required to teach courses in other content areas.	The school employs highly qualified, credentialed arts teachers in only three arts disciplines. Arts teachers are not required to teach courses in other content areas.	The school employs some highly qualified, credentialed arts teachers. Some arts courses are taught by teachers who are not properly credentialed to teach the arts. Some arts teachers teach courses in other content areas.	The school employs highly qualified, credentialed arts teachers in only two or fewer arts disciplines. Arts courses are assigned to teachers without regard to qualifications.

J. FACILITIES	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
25. <i>Appropriate facilities are provided and maintained to support optimum learning in the arts.</i>	All facilities used for arts instruction provide a safe, appropriate, and dependable learning environment for teachers and students: e.g., music rooms have proper acoustics; dance rooms have safe dance floors; theatre spaces are available for rehearsal; visual arts rooms have adequate ventilation and storage areas. They are available on a consistent basis. Multiple use facilities are scheduled so as not to interrupt regular arts instruction.	Most facilities used for arts instruction provide a safe, appropriate, and dependable learning environment for teachers and students. Appropriate facilities are available most of the time. There are few scheduling problems with multiple use facilities; rarely is the pattern of regular arts instruction interrupted.	Some facilities used for arts instruction provide a safe, appropriate, and dependable learning environment for teachers and students. Appropriate facilities are available some of the time. Scheduling problems with multiple use facilities sometimes interrupt regular arts instruction.	Adequate facilities for arts instruction are not available on a consistent basis to provide a safe learning environment for teachers and students. Multiple use facilities are often scheduled so as to interrupt regular arts instruction.

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